**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 3rd - Task 1** | | | **Date(s)**: August 27-31 |
| **Unit Title: Prove It!** | | | **Corresponding Unit Task:** | | |
| **Essential Question(s): How do readers use textual evidence to help answer questions?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Baseline Writing – Day 1**  ***Words Their Way* Elementary Spelling Inventory – Day 1**  **Pre-Assessment Ashlee Smith – Day 2**  **Building Background/Vocab – Day 3**  **Student text about Water/Energy Conservation**  **Anchor Chart**  **A-Z Readers:**   * *Earth’s Water* – Gr. 1, L H * *Using Less Energy* – Gr. 1, L F * *Where We Get Energy* – Gr. 2, L K | | | | **Stories-**include children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth.  **Generator-**a machine with huge blades that spin to make energy.  **Energy-**power that helps us do work and run our bodies and our machines.  **Electricity**-is a kind of energy.  **Explanatory text-**a written selection intended to  explain an idea, a topic, or a process.  **Text** – Written selection  **Textual evidence**-facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others. | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Reading**  **Standards:**  RL.3.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.  RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.  RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.  **Day 2**  **I Can Statement(s):** I can use evidence from the text to answer questions.  **Instructional Plan:** Give pre-assessment test to all students. Teacher reads the first read to the students and the students read the second read of the selection on their own and answer the questions.    **Day 3**  **I Can Statement(s):** I can use text features to locate information (text evidence) efficiently. I can use an anchor chart to show textual evidence**.**  **Instructional Plan:** Building background**:** Discuss what students know about “energy”? “Why do you need to eat food every day?’ “Why do we need energy?”Reinforce new vocabulary by incorporating it into the discussion of the pictures. For example, on page 8 you might say: These pictures show us what items uses energy. Model the strategies students might use to work out words they don’t know. For example: Can someone find the word generator in the sentences on this page? How do you know the word is generator? Add our new vocabulary words that we learn throughout this unit to our classroom word wall.  **Modeled( I work, You watch)/Shared(We work together):** I will begin with reading *Where We Get Energy* and model thinking aloud process while creating an anchor chart (Text Evidence Organizer #1) with the students. Claim=Where does energy come from? Teacher will complete Square 1. Students will complete square 2 with teacher guidance.  **Guided Practice (You do, I help):** The students will complete the anchor chart with peer buddies. Have students share their completed charts with the class. Teacher concludes with helping to develop the synthesis based on stated facts.  **Day 4**  **I Can Statement(s):** I can use evidence from the text to answer questions. I can use an anchor chart to show textual evidence**.**  **Instructional Plan:**  **Independent Practice (You do):** After reading the text the students will work in pairs to create their own anchor chart using the claim that we created together. Use A-Z Readers. Students will read and use sticky notes to identify evidence in the text to support the claim. Students will transfer the facts to the anchor chart (text evidence organizer #1). | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards: W.3.8**. - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  **Day 1**  **I Can Statement(s):** I can use details to write a personal narrative.  **Instructional Plan:** Give pre-assessment writing test to all students. Teacher will assess the strengths and weaknesses of the student baseline.  **Standard:**  **W.3.4**. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  **W.3.8**. - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  **L.3.1**. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.3.1i** - Produce simple, compound, and complex sentences.  **L.3.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **Day 2-5**  **I Can Statement(s):** I can use text features to help me locate text evidence.  **Instructional Plan:**  **Model/Guided:** Teacher will review and model correct grammar and written language conventions when completing the anchor chart. Students will use sticky notes to write notes from text and transfer correctly onto the anchor chart. Review the writing process where needed. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice   X Independent | **Word Study**  **Standards: L.3.2f** - Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.  **Day 1**  **I Can Statement(s):** I can use spelling patterns to spell common words.  **Instructional Plan:** Give pre-assessment writing test to all students using *Words Their Way Elementary Spelling Inventory***.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice  X Independent | **Speaking & Listening**  **Standards:**  **SL.3.1**. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  **a.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  **b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  **c.**  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  **d.** Explain their own ideas and understanding in light of the discussion.  **SL.3.6**. - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  **I Can Statement(s):** I can effectively engage in a conversation with a(an) person/audience and appropriately convey my message?  **Instructional Plan:**  **Modeled:**  Teacher will model rules for discussions, check to make sure the audience understands the information being presented, and explain information in a manner that is appropriate to the task and situation.  **Guided/Independent:**  The student will come prepared to a conversation, follow rules for discussions, and use appropriate voice while sharing with buddy or audience. | | | | |
| **Closing/Summarizing Strategy** | After reading literary and informational text selections, students completed a graphic organizer and demonstrated their ability to use the text as evidence to support a claim. Teacher will introduce the next lesson for next week. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * Use 2nd grade DRA levels, QRI, or DORF to identify higher leveled students. * Higher level students can complete a KWL chart on conservation. * Varied text leveled/ technology passages. * Complete 6 squares on the Anchor Chart. | | * Use tape supported text so students can follow along with text. * Complete 3 squares on the anchor chart. * Students place sticky notes on the anchor chart versus rewriting the information. | | | * Modify the assignments as needed for LD and ESL students. * Use language translation software as needed for grammar support for ESL student. * Seek guidance from ESL teacher for support. * Leveled texts and spelling lists. * Modified anchor chart where student can match, cut and paste details. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Use the anchor chart, baseline writing, and spelling inventory.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*